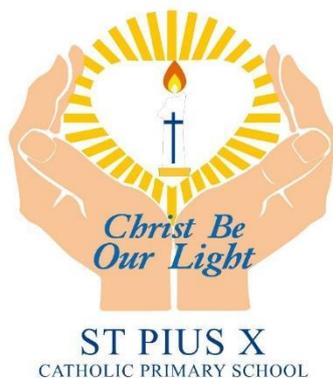




# Primary Pupil Premium Strategy Statement

School Name: St Pius X Catholic Primary School

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2020-21 Academic Year

# Pupil premium strategy statement

## School overview

| Metric                                      | Data                              |
|---|-----------------------------------|
| School name                                 | St Pius X Catholic Primary School |
| Pupils in school                            | 224                               |
| Proportion of disadvantaged pupils          | 92 pupils – 41%                   |
| Pupil premium allocation this academic year | £131,430.                         |
| Academic year or years covered by statement | 2020-21                           |
| Publish date                                | Autumn Term 2020.                 |
| Review date                                 | December 2020.                    |
| Statement authorised by                     | Click or tap here to enter text.  |
| Pupil premium lead                          | Nick Bennett.                     |
| Governor lead                               | Click or tap here to enter text.  |

## Disadvantaged published pupil progress scores for 2018-19 (most recent) academic year

| Measure | Score |
|---------|-------|
| Reading | -4.26 |
| Writing | -2.17 |
| Maths   | -1.75 |

## Disadvantaged pupil performance overview for 2018-19 (most recent) academic year

| Measure                          | Score |
|----------------------------------|-------|
| Meeting expected standard at KS2 | 57%   |
| Achieving high standard at KS2   | 0%    |

**Strategy aims:**

**Teaching priorities for current academic year**

| <b>Aim</b>                              | <b>Target</b>  | <b>Target date</b>  |
|---|--|---|
| Progress in Reading                     | <p>To diminish the difference in reading attainment between children at St. Pius X and the National average at the end of Key Stage 1 &amp; 2</p> <p>To provide tailored intervention to target pupils at risk of underachievement in reading and phonics in order to ensure accelerated progress is made.</p> | July 2021 & termly data entry points – December 2020 & March 2021                 |
| Progress in Writing                     | <p>To diminish the difference in writing attainment between children at St. Pius X and the National average at the end of Key Stage 1 &amp; 2</p> <p>To provide tailored intervention to target pupils at risk of underachievement in writing in order to ensure accelerated progress is made.</p>             | July 2021 & termly data entry points – December 2020 & March 2021                 |
| Progress in Mathematics                 | <p>To diminish the difference in maths attainment between children at St. Pius X and the National average at the end of Key Stage 1 &amp; 2</p> <p>To provide tailored intervention to target pupils at risk of underachievement in maths in order to ensure accelerated progress is made.</p>                 | July 2021 & termly data entry points – December 2020 & March 2021                 |
| Phonics                                 | To diminish the difference in attainment between children at St. Pius X and the National average at the end of EYFS and in the Phonic Screening Check  | July 2021 for Year 1 & EYFS<br>December 2020 for Year 2                           |
| Attendance                              | Improve attendance of all pupils to above 97%  | 97% attendance would be achieved in July – ongoing monitoring throughout the year |
| Curriculum – trips, visits and visitors | To provide a range of subsidised or free experiences, within and outside of the school day, to further enhance the creative curriculum and engage all pupils in their learning.  | By July evidence of children’s improved knowledge and understanding.              |

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|--|---|--|
|  |   | There will be a positive impact on learning and vocabulary. Talents will have been developed at all levels.  |
| Overcome external barriers to learning | To work with the parents and families of pupils experiencing barriers to learning in order to ensure appropriate agency support is provided to enable readiness for learning every day. Long term, support for families dealing with any challenges/issues and sustained improvement for children. This will be measured in regular reviews of the Attendance/Pastoral Leader's work with the families with whom she works. | Children will feel happy and safe, can leave worries behind and focus on learning. Throughout the year children will make progress due to not being inhibited by personal experiences. |

**Teaching:**

| Measure   | Activity  |
|---|---|
| Progress in Reading, Writing, Mathematics & Phonics | Additional Teacher employed to enable deployment of staff to maximise impact on pupil progress.<br>(£36,209)  |
| Progress in Reading, Writing, Mathematics & Phonics | To provide continuing professional development for teachers and teaching assistants to develop the quality of teaching and learning and ensure statutory roles and responsibilities are understood. |
| Progress in Writing                                 | To improve children's writing skills so that they can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.<br><br>(£2,500)          |
| Progress in Mathematics                             | Improve attainment in reasoning in Maths so that children can explain and justify their mathematical thinking.<br><br>(£1,120)  |
| Progress in Phonics                                 | Embed the use of Phonics Bug to raise attainment in phonics and reading.<br><br>(£499)  |

|   |  |
|---|--|
| Barriers to learning these priorities address | <ul style="list-style-type: none"> <li>● Children enter the EYFS with skill well below those typically found in their peers.</li> <li>● Children entering the school below ARE not making accelerated progress to close the attainment gap</li> <li>● Some children experience additional and/or special educational needs.</li> </ul> |
| Projected spending                            | £40,328  |

### Targeted Support

| Measure   | Activity   |
|---|--|
| Progress in Writing, Reading, Mathematics & Phonics | Deployment of Teaching Assistants to support individual pupils or small groups<br>(£11,442)  |
| Overcome external barriers to learning              | Engagement of Educational Psychology support for individual children.<br>(£2,000)  |
| Overcome external barriers to learning              | Middlesbrough and Stockton Mind - Emotional Well-being support for pupils<br>(£3,120)  |
| Overcome external barriers to learning              | Provision of 1:1 adult support for child with physical/sensory/medical needs<br>(£19,405)  |
| Progress in Writing, Reading, Mathematics & Phonics | Provision of appropriate intervention strategies for children in need of additional support<br>(PIXL £2,700)   |
| Barriers to learning these priorities address       | <ul style="list-style-type: none"> <li>● Children enter the EYFS with skill well below those typically found in their peers.</li> <li>● Children entering the school below ARE not making accelerated progress to close the attainment gap</li> <li>● Some children experience additional and/or special educational needs.</li> <li>● Additional barriers (including issues which also require action outside school, such as low attendance rates)</li> <li>● Challenging homelife circumstances – including deprivation.</li> </ul> |
| Projected spending                                  | £38,667  |

### Wider strategies for current academic year

| Measure  | Activity   |
|--|--|
| Attendance<br>Overcome external barriers to learning | Provision of staff to run a free of charge, universal Breakfast Club before school.<br>(£10,888)   |
| Overcome external barriers to learning<br>Attendance | To provide identified families with uniform and suitable clothing.<br>(£750)   |
| Curriculum – trips, visits and visitors              | Provision of trips, visits and visitors within the St. Pius X Curriculum: including a residential visit to London.<br>(£17,000)  |
| Attendance<br>Overcome external barriers to learning | Dedicated attendance/pastoral support officer role created<br>(£22, 584)   |
| Attendance   | Provision of motivational attendance awards<br><br>(£2000)   |
| Attendance   | Improve attendance and punctuality of all pupils   |
| Barriers to learning these priorities address        | <ul style="list-style-type: none"> <li>● School attendance</li> <li>● Limited life experiences: 98% of pupils live in the top 10% of most deprived electoral wards Nationally &amp; 89% of pupils live in the top 5% most deprived electoral words Nationally</li> <li>● Challenging homelife circumstances – including deprivation</li> </ul> |
| Projected Spend:                                     | £53,222  |

### Monitoring and Implementation

| Area             | Challenge  | Mitigating action  |
|------------------|--|--|
| Teaching         | Schedule for termly monitoring of teaching and learning, book & planning scrutiny & learning walks   | Risk assessment because of COVID means that school will need to be creative and safe in the way that we carry these activities out.  |
| Targeted support | All areas of the curriculum need to be addressed. The main foci for 2020/21 are: maths, reading, writing & phonics. New schemes and methodology have been introduced.<br><br>Targeted support for identified staff and or areas of the curriculum. | Measured and careful approach to support given – meetings conducted in a safe manner.<br><br>Wherever possible targeted external support is conducted through remote access. |

|                  |                                  |   |
|------------------|----------------------------------|---|
| Wider strategies | Behaviour<br>Parental Engagement | <p>Owing to restrictions caused by COVID staff are welcoming and dismissing children on the gate every day.</p> <p>To maintain positive communication channels school will purchase Marvellous Me.</p> <p>Parents involved as much as possible on any decisions that will impact on their children.</p> |
|------------------|----------------------------------|---|

**Review: last year's aims and outcomes**

| Aim  | Outcome   |
|--|---|
| Diminishing the difference between children at St. Pius X and the National average at the end of EYFS and in the Phonic Screening Check            | <p>Year 1:<br/>Results at the end of Spring Term for PPG children<br/>Maths – 15% (working at ARE)<br/>Reading – 23% (working at ARE)<br/>Writing – 23% (working at ARE)<br/>*Phonics Screening check was not administered due to COVID 19<br/>EYFS: Due to COVID 19 judgements against the GLD descriptors were not made for children in Reception</p>       |
| Diminish the difference in reading writing and maths between children at St. Pius X and the National average at the end of Key Stage 1 & 2         | <p>Results at the end of Spring Term for PPG children</p> <p>Year 6:<br/>Maths - 57% (working at ARE)<br/>Reading – 57% (working at ARE)<br/>Writing - 52% (working at ARE)</p> <p>Year 2:<br/>Maths – 53% (working at ARE)<br/>Reading – 58% (working at ARE)<br/>Writing – 42% (working at ARE)<br/>*No National average data available due to COVID 19</p> |
| Prevent the gap in attainment in reading, writing and mathematics from growing wider between children in receipt of pupil premium and their peers. | Up to the end of the Spring Term, in Years 2-6 the percentage of children working at ARE in reading, writing and mathematics remained broadly the same as it was in September 2020  |

|  |  |
|--|--|
|  | <p>– meaning the gap in attainment did not widen for children in receipt of pupil premium funding.</p>   |
| <p>Improve attendance of all pupils to 97% and improve the children’s punctuality.</p>   | <p>Leaders have identified strategies to promote good attendance with children and families. This has resulted in the following improvements:</p> <ul style="list-style-type: none"> <li>● Reduction in the number of children who are classed as PA.</li> <li>● Reduction in the following codes: O, M, I, G &amp; C.</li> <li>● Improvement in PP boys compared to previous year</li> <li>● Improvements seen in attendance of one child with an EHCP, when compared to previous years.</li> </ul> <p>However, school recognises that there is more work to be done in improving attendance in 2020 -2021.<br/>(All results above are based on Spring 2020 data)</p> |
| <p>Improved life experiences for children – they have access to a broad and balanced curriculum with many rich, relevant first-hand experiences.</p> | <p>During 2019-20 there have been few trips and visits undertaken this year owing to COVID 19. Following a review of the curriculum provision at St Pius we have developed a new broader and more sequential curriculum, using Cornerstones Curriculum Maestro. As part of the "Engage" stage, children will gain memorable first-hand experiences, such as going on a visit or inviting a special visitor into school: we will continue with this element of provision but develop it in line with the new curriculum.</p>  |

